No. 16.

ANNUAL REPORT

OF THE

TERRITORIAL SUPERINTENDENT

OF

COMMON SCHOOLS

FOR THE YEAR 1868.

GEORGE Q. CANNON, PUBLIC PRINTER; DESERET NEWS OFFICE,
SALT LAKE CITY.

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ANNUAL REPORT

OF THE

TERRITORIAL SUPERINTENDENT OF COMMON SCHOOLS,

FOR THE YEAR 1868.

SUPERINTENDENT'S OFFICE,
Salt Lake City, U, T., Feb. 16, 1869.

To the Honorable the Legislative Assembly of Utah Territory.

Gentlemen:—In making his annual report to your honorable body, the Superintendent of Schools takes occasion to present such features and make such suggestions as during the past year have come under his notice and been presented to his mind, in relation to the educational interests of the Territory.

STATISTICS.

The collection of school returns, which hitherto has been attended with much difficulty, has this season been almost impossible, in consequence of the absence of so many of the Trustees, who have been engaged directly or indirectly in the construction of the great national railroad. Returns have, however, at a very late date, been obtained, which, in several counties, are incomplete. From Summit County there is no report whatever. The importance, however, of obtaining and forwarding reports punctually, must not be forgotten, as it forms a valuable feature in connection with our school interests, and one which has not been overlooked by your honorable body:

VISITING SCHOOLS—MORAL TRAINING ENCOURAGED.

The Superintendent has taken much pleasure in visiting and inspecting the schools in most of the leading counties of the Territory. While on these visits he has enjoyed many opportunities of advising with County Superintendents and Trustees in relation to their respective sectional school interests, and is happy to note that unanimity generally characterizes the efforts of the school authorities. He has also enjoyed many opportunities of introducing and canvassing the subject of education before the people, and feels conscious that his feeble efforts in that direction will bring forth fruit which will be productive of good to our school interests. The morality and manners of the pupils have not been orgotten. These have been placed in the foreground as, in many instances, he found that little interest had been manifested by school teachers in relation thereto, and where these are neglected the educational picture must be defective. To educate the intellect and to neglect the heart would be to introduce a state of things

to be deplored rather than to be admired. The school teacher who does not appreciate the importance of moral training, and pays little or no attention to the subject in his school, fails to produce that good to the commonwealth for which his position in life so eminently qualifies him. On the other hand, the teacher who makes this one of his specialities, will have occasion in after life to feel the truth of that scriptural passage: Whatever ye sow that ye shall reap.

When the plastic nature of the infant mind is taken into consideration, who can estimate the amount of good a few words spoken on appropriate occasions may do, in admonishing the youth and forewarning them of those snares in life to which all are subject? Mathematics furnish no rule by which it can be estimated, nevertheless the immutable law of ethics can be implicitly relied on, that the good we do to others shall return to us.

NORMAL SCHOOL.

The Superintendent urges upon the Legislative Assembly the importance of establishing and maintaining a Normal School, in which the youth of the Territory can be qualified for acting in the important sphere of school teacher. There is not anything connected with the educational interests of the Territory which demands attention more than this. The universal interrogatory by School Trustees from every part of the Territory, who are attending to their duties, is: can you send us a qualified teacher? Were there a provision in the School Code requiring a per centage from the money realized from the sale of estrays in each county, to be applied towards the maintenance of such a school, the same might be established forthwith. There should be some statute regulations pertaining to the government of such school. The inauguration of the same would involve a considerable amount of means in the procuring of a lot and the erection of a suitable building and school furniture. This school, and the furniture connected therewith, should be a model, and its Professors and Teachers of superior ability.

The establishment of such a school by law, under such liberal regulations as would enable the diligent student (whose parents might be unable to afford him the opportunity of prosecuting his studies), to qualify himself for the duties of teacher is, in the opinion of your humble servant, the best step that could be taken by your honorable body to promote educational interests.

FREE SCHOOLS.

The subject of free schools has been recommended by the acting Governor and many influential citizens. In a few of the counties this desirable status in relation to schools might be attained by the assessment of a very high tax; but legislators from other counties represent that it would involve the assessment of such a heavy tax as but few of their constituents would be willing to pay.

It is to be hoped that, soon, Utah will emerge from Territorial dependency into the full enjoyment of her rights as a State, when the lands appropriated by the general government will be accorded to her citizens, and a fund realized, from which free schools can be sustained in the midst of the inhabitants of these mountains, who penetrated the Great American Desert and reclaimed it from the barrenness and sterility of nature, and rendered it the desirable abode of civilization.

ENGLISH ORTHOGRAPHY.

When the child goes to school it commences with the letters of the alphabet and builds these into words; when further advanced it spells and defines the important words in its lesson; soon a spelling book is in its possession, and when sufficient progress is made, a grammar is used as a text book, the first part of which treats of Orthography. It may therefore truthfully be asserted that the subject of orthography underlies an English education. To affirm that the orthography of our language is defective, contradictory and absurd, is to reiterate a truism admitted by the best English scholars.

In this century, to go no further back, societies have been formed in England as well as in America, for the avowed purpose of correcting the orthography of our language; many new alphabets have been invented and published to the world. The phonetic alphabet, invented by Mr. Isaac Pittman, of Bath, England, has enlisted the most disciples, and is an accredited reform of the age; though its friends are but few, and the circle of its operations limited, when compared with the millions that speak the English tongue, the extent which it is spread over the world, and the learning and means of those who use it as a vehicle of communication.

The inhabitants of these mountains are pre-eminent for reform. They hail every invention and discovery as a blessing from Heaven to man, and fail not to acknowledge the Source whence all blessings emanate.

When Pittman's system of phonetics was introduced in Illinois by Mr. Geo. D. Watt, in the year 1845, the leading men of this community immediately adopted it, and the same has been taught in almost every nook and corner of these mountain settlements.

It has been asserted that English orthography is defective; wherein will be readily observed, when it is remembered that there are only twenty-six letters in the alphabet, to represent the forty elementary sounds, philologists affirm, there are heard in speaking the English tongue. To supply this defect it becomes necessary that some letters represent more than one sound; and letters are combined to represent sounds for which there are no single representatives. For instance: In Appleton's new American Encyclopedia, it is asserted that the letter a "represents at least seven distinct simple sounds of the voice" which "are heard in the words mate, mat, mare, mart, ball, many, what. Other distinct sounds are denoted by this letter when used in proper names, a remarkable instance of which is the famous street in London, spelled Pall Mall, which is pronounced Pell Mell. The letter a is also frequently coupled with other letters to represent the same simple elementary sound that it does when standing alone—as in the words maid, pear and straight. It is often found united with other letters, also, when it represents no sound at all, or has, in fact, lost its local value entirely, as in the words boat, beat and beauty. In proper names the use of a in combination with other vowel letters is sometimes quite ludicrous; as in the distinguished English name spelt Beauchamp, and pronounced Beecham. The primary sound of the letter a (as in mate) is also represented in thirty-three different ways, by combinations of nine other letters. These various uses of this letter, together with other similar incongruities, tend to render the acquisition of the English language very difficult to foreigners."

Dr. Worcester affirms that the vowels e and i have five sounds each, o and u six sounds each, and y four sounds.

"In the common Romanic alphabet, says Pitman, the child is taught to call the letter O OWE, as in SO, and it innocently supposes this pretty oval mark "O" to be called OWE, as invariably as this mark "8" is called EIGHT. The teacher presents the little word TO to the notice of his pupil; but the instruction of yesterday must be contradicted to-day, as O is no longer OWE but OO. This is an anomaly which the child may perceive, but which the teacher can neither explain nor remove. The difficulty, however, is mastered—the fact that TO is not TOE but TOO is committed to memory—it is not understood, and the teacher proceeds. N-o-t may be the next word; but will the knowledge that has been imparted enable the child to decipher this simple word? The teacher must now explain, if he can, that O is neither OWE nor OO, but short AW, and that the word is pronounced NOT. The child, if he be an intelligent one, will not fail to wonder at being taught one day that which proves to be untrue the next. The next word may be l-o-v-e; again the letter O occurs; but will either of the three names by which it has been called, enable the child to pronounce this word? No! The teacher must begin anew, deny all he has said respecting this letter, and inform his little charge that this word must be pronounced as if spelled l-u-v. Proceeding further it is discovered that O has another sound, as in WOMEN, and still another, as in WOLF, WOMAN, etc.

"These anomalies and contradictions, which belong more or less to every letter of the alphabet, do greater violence to the moral perceptions of the child than is commonly imagined. The Persians said, the first thing to teach a child is to speak the truth; the first thing we teach children seems to be not unlike a mass of literal falsehoods."

But here the absurdities of English orthography do not end, for there is not only a multitude of sounds for the same sign, but the same sound has a multitude of signs as is very clearly shown in the list of dipthongs, digraphs, trigraphs, double consonants and substitutes published in Harvey's English Grammar: *

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* A dipthong consists of two vowels sounded together in the same syllable. There are two dipthongal sounds, represented by four dipthongs, viz.: *ou, ow, oi, oy*, as in *foul, now, boil, cloy*.

A digraph consists of two vowel letters written together in the same syllable, one only being pronounced, or both representing a single elementary sound.

There are twenty-four digraphs, viz.: *aa*, Canaan; *ai*, gain; *ao*, gaol; *au*, maul; *aw*, maw; *ay*, may; *ea*, meat; *ee*, need; *ei*, ceiling; *eo*, people; *eu*, feud; *ew*, new; *ey*, they; *ie*, lief; *oa*, coat; *oe*, foe; *oi*, avoirdupois; *oo*, moon; *ou*, tour; *ow*, flow; *ua*, guard; *ue*, sue; *ui*, guise; *uy*, buy.

A trigraph consists of three vowel letters written together in the same syllable, one only being pronounced, or the three together representing a single vowel sound, or dipthong.

There are seven trigraphs, viz.: *aye*, aye; *awe*, awe; *eau*, beau, beauty; *eou*, gorgeous; *eye*, eye; *ieu*, lieu; *iew*, view;

In such words as *Christian, alien, union, i* does not form a digraph with the following vowel, but is a substitute for *y*. In the unaccented termination *cean, cial sion, tion*, the combinations *ce, ci, si, ti*, are substitutes for *sh*.

In such words as *herbaceous, gracious, precious, e* and *i* do not form trigraphs with the following vowels, but the combinations *ce, ci* are substitutes for *sh*.

Double consonants consist of two consonant letters written together in the same syllable, representing a single elementary sound.

which renders the task of acquiring the present system of English orthography one of the most difficult of human attainments to a native scholar, and so great to a foreigner as nearly to preclude the possibility of ever expecting to acquire it perfectly, thus "restricting the influence of English literature on the mind of the world."

The design of the Deseret system is to teach the spelling and reading of the English language in an easy manner. The principal feature is to reduce to simplicity English orthography, and to denude the words used of every superfluous character. In this system the child is taught the thirty-eight letters which represent the number of sounds heard in speaking the English language. Each letter of the alphabet represents a definite sound, as fixed as any one of the digits which invariably represents the same power. The acquirement of reading, therefore, is divested of the uncertainty, contradiction, and difficulty which attend the acquisition of the present system.

To discuss further this matter in an annual report would be inappropriate, but as the subject of orthography meets us at every step in the school-room, and as laudable efforts are being put forth to introduce this important and indispensable reform, the Superintendent could not do less than endorse a movement which augurs so much good to the cause of education. Could sufficient reasons be assigned for following in the footsteps of the fathers in this false system of orthography, we might forbear an innovation which completely upsets the present system, but to hold on to the same, and weave the web of inconsistency and falsehood around the feet of the present and future generations, which tradition and learned bigotry have woven around the past, would be to allow our children to turn round and have it truthfully to say of us as we can of our ancestors.

"Surely our fathers have inherited lies, vanity, and things wherein there was no profit."

Respectfully submitted by,

ROB'T. L. CAMPBELL,
Territorial Superintendent of Schools.

They are *ch*, chord; *gh*, laugh; *ph*, physic; *sh*, hush; *th*, thin, this, *wh*, when *ng*, sing.

A substitute represents a sound usually represented by another letter or combination of letters.

A *long* has four substitutes: tête, ê; *ei*, feint; *ey*, they; *ao*, gaol.
A *middle* has two substitutes: *e*, there; *ei*, heir.
A *broad* has two substitutes: *o*, cord; *ou*. sought.
E *long* has three substitutes: *i*, marine; *ie*, fiend; *ay*, quay.
E *short* has four substitutes: *ay*, says; *u*, bury; *i*, irksome; *ie*, friend.
I *long* has three substitutes: *y*, thyme; *ei*, Steinway; *oi*, choir.
I *short* has six substitutes; *y*, hymn; *e*, England; *u*, busy; *o*, women; *ee* been; *ai*, captain.
O *long* has three substitutes: *eau*, beau; *ew*, sew; *oa*, goal.
O *short* has two substitutes: *a*, what; *ow*, knowledge.
U *long* has five substitutes: *eau*, beauty; *ieu*, lieu; *iew*, view; *ew*, new; *ui*, suit.
U *short* has three substitutes: *e*, her; *i*, sir; *o*, son.
F has two substitutes: *gh*, laugh; *ph*, philosophy.
J has two substitutes: *g*, rage; *di*, soldier.
S has two substitutes: *c* before *e*, *i*, and *y*; *z*, quartz.
T has one substitute: *ed* final, after any asphate except *t*.
V has two substitutes: *f*, of; *ph*, Stephen.
W has one substitute: *u*, quick. It is understood before *o* in *one*, *once*.
X is used as a substitute for *ks*, as in *wax*; *gz*, as in *exact*; *ksh*, as in *noxious*.

Salt Lake City, Utah Territory, April 3, 1864.

To Utah Merchants and Importers of School Books:

The Superintendent of Common Schools desirous of securing and establishing a uniformity of text books in our schools, and having consulted with the principal teachers in Salt Lake City, in relation thereto, unites with them in recommending the following:

Wilson's series of Readers.
Wilson's Speller.
Colburn's Mental Arithmetic.
Ray's Arithmetic—third part and higher.
Pinneo's Grammar—primary and analytical.
Monteith's Geography.
Goodrich's History—late edition.

ROBERT L. CAMPBELL,
Superintendent of Common Schools.

NAMES AND RESIDENCES OF COUNTY SUPERINTENDENTS.

COUNTIES.	SUPERINTENDENTS.	RESIDENCE.
Beaver	A. M. Farnsworth	Beaver
Box Elder	Wm. L. Watkins	Brigham City
Cache	Wm. Budge	Providence
Davis	Arthur Stayner	Farmington
Iron	Christopher J. Arthur	Cedar City
Juab	Thomas Ord	Nephi
Kane	Sextus E. Johnson	Virgen
Millard	John Kelly	Fillmore
Morgan	John Seaman	
Piute *		
Rich	Jas. H. Hart	Bloomington
Salt Lake	R. L. Campbell	Salt Lake City
San Pete	Wm. T. Reid	Manti City
Sevier *		
Summit	Alonzo Winters	Hoytsville
Tooele	A. Galloway	Tooele
Utah	David John	Provo City
Wasatch	Thos. H. Giles	Heber City
Washington	Geo. A. Burgon	St. George
Weber	Wm. W. Burton	Ogden City

* Counties abandoned in consequence of Indian difficulties.

Y has one substitute: *i*, alien. It is frequently understood before *u*, as in *verdure*.

Z has three substitutes: *c*, sacrifice; *s*, his; *x*, Xenia.

CH has one substitute: *ti*, question.

SH has six substitutes: *ce*, ocean; *ci*, facial; *si*, losion; *ti*, m otion; *ch*, chaise *s*, sugar.

ZH has four substitutes: *si*, fusion; *zi*, brazier; *z*, azure; *s*, rasure.

NG has one substitute: *n*, generally before palatal sounds; as in *ink*, *uncle conquer*.

SCHOOL STATISTICS, UTAH TERRITORY, 1868.

NAMES OF COUNTIES.	No. of Districts in County.	No of Districts reported.	No. of schools.	Grade of Schools.	No. of male Teachers.	No. of female Teachers.	No. of boys in county between 4 and 16 years.	No. of girls in county between 4 and 16 years.	Total children between 4 and 16 years.	No. of male scholars enrolled.	No. of female scholars enrolled.	Total enrolled.	Per centage of names enrolled.	Average daily attendance.	Per centage of school population actually attending school.	Amount paid to male teachers.	Amount paid female teachers.	Total amount paid to Teachers.	No. of months schools have been taught during the year.	Present condition of school buildings.	Amount of building funds raised.	Amount of taxes appropriated to the use of schools.
Beaver	4	3	4	pry	2	2	351	292	646	199	150	349	51	230	35½				6¼		3000 00	
Box Elder	6	6	12		8	9	440	415	855	330	253	583	68¼	461	51	1272 00	1265 00	2537 00	7			
Cache	21	14	15		12	9	762	774	1536	366	396	762	49½	620	40⅓	4084 00	2530 00	6614 00	9⅓		2145 38	1400 00
Davis	12	12	15		11	8	765	742	1507	478	372	850	56½	610	40½	5008 00	2022 00	7230 00	5½			
Salt Lake	36	30	48		29	37	2636	2454	5090	1242	1099	2341	46	1824	36	10135 00	8981 00	19116 00	7⅓		4870 00	471 15
Iron	4	3	9		5	5	298	298	596	61	55	116	19½	102	17	1300 00		1300 00	7⅔		415 00	325 00
Juab	4	3	4		4		207	239	446	88	109	197	44⅙	141	31½	1200 00		1200 00	8½		1000 00	
Kane	10	2	2		2	3	150	165	315	81	84	165	52⅓			360	260 00	620 00	9		300 00	
Millard	6	6	14		8	6	390	290	680	268	211	479	70⅙	369	54¼	1711 00	885 00	2596 00	5⅓		160 00	
Morgan	11	3	3	Common	3	1	91	66	157	68	47	115	73⅓	91	60				4	Good		
Piute *																						
Rich	9	4	5		7	5	242	235	477	117	118	235	50	142	30	1040 00	390 00	1430 00	7		45 00	
Sanpete	8	8	16		10	9	968	1000	1968	569	551	1120	47	884	45	4423 00	1666 00	6089 00	7¼		77 00	2150 00
Sevier *																						
Summit †																						
Tooele	7	7			4	3	321	271	592	290	185	475	80¼	207	35	1464 00	334 00	1798 00	5⅔		60 00	
Utah	15	13	35		22	19	1956	1842	3798	1251	1231	2482	65½	1691	44⅓	8478 00	2625 00	11103 00	7½		750 00	850 00
Wasatch	4	4	4		4	2	215	240	455	174	134	308	60	58	52	1285 00	175 00	1460 00	7¼			
Washington	15	15	15		18	5	729	686	1415	414	386	800	56½	679½	48	4810 00	392 00	5202 00	7¾		4179 30	
Weber	15	14	18		15	11	900	861	1761	631	508	1159	68	666½	41	4490 33	2319 00	6809 33	7¼		2627 60	2695 00
Total	187	147	219		164	134	11424	10870	22294	6627	5889	12516	56½	8779	39⅜	51360 33	23824 00	75184 33	7⅓		19629 20	7891 15

† Abandoned in consequence of Indian hostilities. * No report.

An ACT providing for the establishmemt and support of Common Schools.

SEC. 1.—Be it enacted by the Governor and Legislative Assembly of the Territory of Utah. That any School District heretofore established pursuant to any law of this Territory, shall remain as it now exists, until altered as hereinafter provided.

SEC. 2.—The County Courts, at their regular or special sessions, shall divide their respective counties into School Districts, where not already done, and number the same, and prescribe such limits as will promote education and the convenience of the people.

SEC. 3.—The County Courts are hereby empowered to change the boundaries of School Dtstricts, or consolidate two or more into one, if the public good require: Provided, that where School Districts have built school houses by a tax on the whole District, said District shall not be divided, until equitable provision has been made for school houses in the new Districts to be organized. Settlers on or near county lines of two or more counties, may be formed into a School District, by the mutual agreement of the County Courts of such counties.

SEC. 4.—In each School District there shall be three Trustees, residents and householders in their Districts, who shall be elected by a majority of the votes given at a meeting held for that purpose; and shall have power to appoint a Clerk, an Assessor, Collector and Treasurer, who may be of their own number or be selected from citizens of the District.

SEC. 5.—The Trustees now in office, or who shall be elected or appointed, shall qualify, by taking an oath of office and giving bonds to the County Court of the county where they reside, in such sums and with such securities as the Clerk of the County Court may approve, conditioned for the faithful performance of their duties; and shall continue in office for two years, and until their successors are elected and qualified.

SEC. 6.—The Trustees shall be elected by the voters, residents and owners of taxable property in their respective School Districts. For the election of Trustees and for the vote on the rate per cent. on the taxes to be assessed, notice shall be given, at least one week before the time appointed, by notifying each tax-payer, either in person or by leaving a written notice at his residence, of the time, place and object of the meeting; said notice shall be given by at least five permanent residents of the District; but if the District be organized, then said notice shall be given by the Trustees. At such meeting Trustees may be elected or a tax levied viva-voce, or by ballot, as the meeting may determine.

SEC. 7.—The Trustees shall provide a suitable school house or school houses and keep the same in repair, for which purpose they are hereby empowered to assess and collect annually a tax on all taxable property within their District, not exceeding one-fourth of one per cent.; should more than one-fourth of one per cent. be needed per annum to build and repair school houses, or for other school purposes, an estimate of the approximate cost thereof shall be made by the Trustees, and the rate may be increased to any sum not exceeding three per cent., as shall be decided by a vote of two-thirds of the tax payers voting at a meeting called for that purpose,

which tax shall be levied upon the taxable property in the District; and by a similar vote a tax may be assessed and collected, of any sum not exceeding one per cent. per annum, to pay Teachers and furnish fuel, books, maps and other suitable articles for school purposes. The Trustees shall have power to remit taxes, to prescribe the manner in which schools shall be conducted, to establish outhouses, play grounds and other appurtenances.

SEC. 8.—The Assessor shall, within such time as the Trustees may direct, make an assessment of the taxable property in his District and report the same to the Trustees, and when appealed to, the Trustees shall have power to examine said assessment, and, if necessary, correct the same; and their decision shall be final.

SEC. 9.—The Collector shall pay all moneys or property, received on taxes, to the Trustees or to the Treasurer, as the Trustees may direct, and the Assessor, Collector and Treasurer, before entering upon the duties of their office, shall respectively qualify and give bonds, conditioned for the faithful performance of their duties, to the acceptance of the County Court, to be filed with the Clerk of said Court.

SEC. 10.—Whenever taxes shall have been assessed in accordance with this Act, and the tax payers shall have been duly notified of the amount due, the Board of Trustees, or any one of its members, or the qualified Collector, shall have power to commence suits at law, in any Court having jurisdiction, against any tax payer who shall neglect or refuse to pay said tax, or levy upon and sell his property, as upon executions at law; and any conveyance of such property made by the Trustees shall be valid. There shall be no appeal from any judgment rendered as prescribed in this section, unless the amount exceeds twenty dollars, when sued in the Courts of the Justices of the Peace, or fifty dollars, when sued in the Probate or District Courts.

SEC. 11.—The County Court of each County shall appoint, in their respective counties, where not already done, a Board of Examination, to consist of three competent persons, who shall judge of the qualifications of School Teachers applying for schools; and all applicants of a good moral character, considered competent shall receive a suitable certificate signed by the Board.

SEC. 12.—The Trustees shall visit, officially, each school in their respective districts at least once during each term; and, on or before the second Monday in October in each year, take a census of the children between the ages of four and sixteen years, residing in their Districts; and within ten days thereafter, shall make a report to the County Superintendent, stating the condition of the school or schools under their supervision, and particularly the items contained in the following form:

FORM FOR SCHOOL TRUSTEES.

Annual Report of School District, No, in the County of U. T, ending 186— Trustees.

No. of district.
No. of schools.
Grade of schools.
Branches taught.
No. of male teachers.
No. of male teachers.
No. of male children in the district between the ages of 4 and 16 years.
No. of female children in the district between the ages of 4 and 16 years.
No. of male scholars enrolled.
No. of female scholars enrolled.
Average daily attendance.
Amount paid to teachers.
To male.
To female.
No. of months schools have been taught during the year.
No. of school libraries.
No. of volumes in each.
Present condition of school buildings,&c.
Amount of building funds raised.
Amount of taxes appropriated to the use of schools.
REMARKS.

SEC. 13.—Teachers of schools shall furnish their respective Trustees with a quarterly report of their schools, in the following form:

FORM OF SCHOOL TEACHER'S REPORT.

Quarterly Report of School No. , District No. , County of , U. T., ending , 186—. Teacher.

NAMES OF PUPILS.	
Age.	
Total number of males.	
Total number of females.	
Daily attendance.	
Average daily attendance.	
Alphabet.	BRANCHES TAUGHT.
Spelling.	
Reading.	
Writing.	
Geogr	
Grammar.	
Arithmetic.	
Alge a.	
Geometry.	
Astronomy.	
History.	
Languages.	
Music.	
Drawing.	
Painting.	

SEC. 14.—There shall be elected annually, by a vote of the Legislative Assembly of the Territory of Utah, a Superintendent of Common Schools for said Territory; and said Superintendent shall make his report annually to the Legislative Assembly, during the first week of its session; before entering upon the duties of his office, he shall qualify, by taking and subscribing an oath to faithfully perform the duties of his office.

SEC. 15.—The Territorial Superintendent shall keep a record of the condition of common schools throughout this Territory, as reported to him by the County Superintendents; and he shall furnish each County Superintendent with a blank record headed according to form for Trustees' reports, and also forms of said reports, together with forms of School Teachers' reports, as contemplated in this Act; and he shall cause to be printed such a number of blanks, after the forms described in this Act, as will be necessary for distribution to the Trustees and Teachers throughout the Territory, and distribute the same.

SEC. 16.—The Territorial and County Superintendents shall decide what text books shall be adopted in the schools; and the County Superintendents, with the Trustees in their respective Districts, may regulate in their respective counties the school terms, allowing such holidays and vacations as may be advisable.

SEC. 17.—At the general election held on the first Monday of August, each county shall elect, for the term of two years, a County Superintendent of Common Schools, who shall hold his office until his successor is elected and qualified; and he shall qualify, by taking and subscribing an oath to faithfully perform the duties of his office.

SEC. 18.—The duties of the County Superintendent shall be: First, to take the general supervision of schools in his county, and visit officially, at least once in each year, the schools under his supervision, and see that the School Trustees are diligent in the discharge of their duties: Second, to superintend, in the manner and to the extent to be prescribed by law, all business matters connected with Public School Domain within his jurisdiction: Third, to keep a correct account, with the County Treasurer and with the Trustees of School Districts, of all funds received or disbursed for school purposes, arising from the General Government or by Legislative enactment of the Territory: Fourth, to audit all school accounts against the County Treasury, and deliver his warrants for the payment thereof: Fifth, to make an annual report to the Territorial Superintendent of Common Schools, on or before the first Monday in November in each year, and said report shall be in the following form:

FORM FOR COUNTY SUPERINTENDENTS.

Annual report of County, ending first Monday in November, 186—, County Superintendent.

NAMES OF DISTRICTS.
No. of Districts in county.
No. of Districts reported.
No. of schools.
Grade of schools.
No. of male Teachers.
No. of female Teachers.
No. of boys in county between 4 and 16 years.
No. of girls in county between 4 and 16 years.
Total children between 4 and 16 years.
No. of male scholars enrolled.
No. of female scholars enrolled.
Total enrolled.
Per centage of names enrolled.
Average daily attendance.
Per centage of school population actually attending school.
Amount paid to male Teachers.
Amount paid to female Teachers.
Total paid to Teachers.
No. of months schools have been taught during the year.
Present condition of school buildings.
Amount of building funds raised.
Amount of taxes appropriated to the use of schools.
REMARKS.

SEC. 19.—The County Superintendent shall enter in his records every official return made to him by School Trustees and Teachers, and keep the same in his office, subject to the inspection of the Territorial Superintendent and the County Court of his County.

SEC. 20.—A majority of the Board of Trustees shall have power to transact business; and in case of a vacancy in the Board in any School District, by death, resignation or otherwise, the remaining Trustees shall have power to fill such vacancy, until the next general election.

SEC. 21.—The Territorial Superintendent of Common Schools is hereby authorized and required to proceed against all delinquent

parties, on their bonds, who fail to pay the per centage to common schools prescribed by their grants or charters; and the said Superintendent shall pay all moneys obtained under the provisions of this Act to the Territorial Treasurer, and annually report his doings to the Legislative Assembly.

SEC. 22.—Nothing in this Act shall be so construed as to interfere with any assessment heretofore made or contract entered into by parties under the former law, or suits pending that have originated under any former Acts of this Legislature.

SEC. 23.—"An Act authoriziug the Territorial Superintendent of Common Schools to collect certain moneys," "approved Dec. 20, 1864," and any provision in "An Act consolidating and amending the school laws," "approved Jan. 18, 1865," conflicting with this Act, are hereby repealed.

Approved Jan. 19, 1866.

An ACT defining the meaning of the term Common Schools, and in relation to the further duties of County and Territorial Superintendents of Common Schools.

SEC. 1.—Be it enacted by the Governor and Legislative Assembly of the Territory of Utah, that all schools organized by the direction of the Board of Trustees in the respective School Districts of this Territory, which are under the supervision of said Trustees, shall be known, in law, by the name and title of Common Schools, and shall be entitled to a just and equitable proportion of any public School fund, arising from the General Government or by Legislative enactment of the Territory.

SEC. 2.—The County Superintendents of Common Schools, now in office, and their successors, before entering upon the duties of their offices, shall respectively give bonds with approved security in such sums as shall be approved by the County Court, which bonds shall be filed with the Clerk of said Court.

SE5. 3.—The Territorial Superintendent of Common Schools, now in office and his successor, before receiving or disbursing any public School Fund, shall give bonds with approved security, in the sum of ten thousand dollars to the Auditor of Public Accounts, who shall file the same in his office and the said sum may be increased or diminished by the Legislature, according to the magnitude of the Public School Funds entrusted to said Superintendent.

SEC. 4.—The Trustees of Common Schools shall be elected by the voters, residents and owners of taxable property in their respective School Districts. For the election of Trustees and for the vote on the rate per cent. on the taxes to be assessed, notices shall be given, at least ten days before the time appointed, by advertising in some newspaper having a general circulation, or by posting up notices in three of the most public places in the District, of the time, place and object of the meeting, said notice shall be given by at least five permanent residents of the District, but if the District be organized

then shall notice be given by the Trustees. At such meeting Trustees may be elected or a tax levied *viva voce* or by ballot, as the meeting may determine.

SEC. 5.—The County Superintendents of Common Schools are hereby authorized and required to proceed against all delinquent County Pound Keepers or other parties who have failed or shall fail to pay into the respective County Treasuries the School Funds due to said Treasuries, or which may hereafter become due arising from the sales of estray cattle or from any other sources and shall pay all amounts thus collected into said Treasuries.

SEC. 6.—The personal property of any resident in a School District which may be without the bounds of any School District shall be taxed by the Trustees of the District in which he resides.

SEC. 7.—It shall be the duty of the Territorial Treasurer to report to the Territorial Superintendent of Common Schools, on the first of December annually, the amounts received for school purposes.

SEC. 8.—It shall be the duty of County Superintendents to report annually to the Territorial Superintendent the amount of moneys received and how disbursed, who shall embody these items to him so returned, and all other receipts and expendetures of School Funds in his annual report to the Legislature.

SEC. 9.—Nothing in this Act or in any former Act shall be construed so as to appropriate any part of the public School Funds to any private, select or high school or any boarding school or academy, or any school whatever not under the immediate control and direction of the School District Trustees.

SEC. 10.—That section sixth, of an Act entitled "An act providing for the establishment and support of Common Schools," approved January nineteenth, one thousand eight hundred and sixty six, is hereby repealed.

Approved, February 21, 1868.